

STUDENTS' INTONATION IN NEWS DISCOURSE

Ika Lusi Kristanti

English Department
STKIP PGRI Jombang

Abstrak: Intonasi memiliki peranan penting dalam wacana berita, khususnya dalam menginterpretasi ujaran. Penutur harus memerhatikan intonasi ujarannya dalam menghasilkan sebuah kalimat. Dalam hal ini, penutur mengatur nada suaranya pada setiap jenis kalimat yang dihasilkan. Pada prinsipnya, intonasi merupakan cara dimana nada suara naik dan turun saat kita berbicara. Intonasi membantu kita dalam menentukan makna ujaran. Ujaran tidak akan bermakna tanpa intonasi. Fenomena ini mendorong peneliti untuk melakukan studi pada intonasi dalam wacana berita. Penelitian ini menekankan pada bagaimana intonasi dalam wacana berita yang dihasilkan oleh mahasiswa. Penelitian ini menggunakan penelitian kualitatif deskriptif. Data penelitian ini adalah monolog lisan. Data tersebut diperoleh melalui perekaman subjek disaat mereka membaca. Subjek penelitian menggunakan mikrofon dan laptop. Proses perekamannya melalui program adobe audition 3.0. Sedangkan proses analisisnya melalui pitch track dan spektogram dengan menggunakan program speech analyzer. Berdasarkan temuan, mahasiswa menghasilkan dua pola intonasi: intonasi naik dan intonasi turun dalam wacana berita. Selain itu, mahasiswa menggunakan pola intonasi tersebut untuk menyatakan suatu informasi. Disisi lain, terdapat dua faktor yang memengaruhi mahasiswa untuk menghasilkan pola - pola intonasi tertentu dalam wacana berita, yaitu: bahasa pertama dan pengetahuan mahasiswa.

Kata kunci: *Intonasi, Wacana Berita, Pola, Nada.*

Abstract: Intonation plays crucial role in news discourse, mainly: in producing utterance. Speaker has to consider the intonation of his/her utterance in sentence. In this case, speaker also manages their pitch in producing the each kind of sentences. Principally, intonation is the way of how the pitch of the voice rises and falls when we are speaking. Intonation helps or serves to determine the meaning of utterances. The utterance will be meaningless without intonation. The phenomenon encourages the writer to conduct this research on intonation in news discourse. This research emphasizes on how intonation in news discourse produced by students. This research employs descriptive qualitative research. The data of this research is spoken monologue. The data are obtained through recording the subjects while they are reading. The subjects use a microphone and laptop in recording process. The recording process applies adobe audition 3.0. In term, students' speech production is analyzed through pitch tracks and spectrograms by using speech analyzer. Based on the findings, students produce two intonation patterns in news discourse: rising intonation pattern and falling intonation pattern. On the other hand, students use certain intonation pattern to declare information (statement/declarative sentence). Besides, there are two factors influencing production of certain intonation pattern by students in news discourse, namely: first language and knowledge.

Key words: *Intonation, News Discourse, Pattern, Pitch.*

INTRODUCTION

Intonation plays a crucial contribution in utterance. The speakers organize utterances into coherent intonation. Speakers manage their tone or pitch to convey the pieces of information or message. The utterance has a particular meaning depending on the tone. “The term intonation refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts and it enables us to understand those of others. It is an aspect of language that we are very sensitive to, but mostly at an unconscious level. We perceive intonation, understand it and use it without having to examine the intricacies of everything we say or hear” (Kelly, 2000:86). In this case, intonation helps or serves to determine the meaning of utterances. The utterance will be meaningless without intonation. Intonation is helpful in understanding how speaker’s sounds have function to make communication meaningful. “The analysis of intonation in spoken discourse gives a relatively straightforward way of describing and narrowing down a whole range of intonation possibilities. By concentrating on tonic syllables, and by showing an initial choice between referring and proclaiming tones, we divide those possibilities into two groups which can then be analyzed further” (Kelly, 2000:106). The intonation of speakers’ voice represents the way speakers organize their spoken (news) discourse. Couper-Kuhlen points out that “There is the thought which sees intonation as a part of grammar broadly speaking” (Schiffrin, et al. 2001:14). Speakers produce intonation to signal meaning in the structure of their speech. Intonation was easy to relegate to the domain of performance because it only made itself apparent when language was used orally (Schiffrin, et al. 2001:13-14). Intonation is defined as being an aspect of language that we are usually only aware of at a subconscious level. We have also seen how intonation is used in different languages, and that it is therefore an important area of study for language learners.

Wells (2006:1) points out that intonation is the melody of speech. Studying intonation, we study how the pitch of the voice rises and falls, and how speakers use this pitch variation to convey linguistic and pragmatic meaning. In one side, Kuiper and Allan (1996:119) view that intonation is a suprasegmental feature. It involves a limited number of recurrent pitch movements or patterns. In term, pitch movement can be divided into two categories as proposed by (Collins and Mees, 2003:231): those which finally fall (fall and rise-fall) classified as proclaiming, and those which finally rise (rise and fall-rise), classified as referring. The types of tone can be seen to relate to a contrast in meaning. In general terms, the rising tone can be said to be used by a speaker for that part of an utterance which she/he perceives or presents as existing common ground between him/herself and the hearer at that point in the conversation. Meanwhile, Chun (2002:32) views that there are five categories mainly: (1) falling-rising or referring tone r, (2) falling or proclaiming tone p, (3) rising or marked version of the fall-rise, r +, (4) rising-falling or marked version of the fall, p +, and (5) low rising. The speaker perspectives on an idea, whether it is an idea already in play or whether it is a new contribution to the developing conversation will determine tone choice. In intonation, each pitch pattern may be used to convey the speaker’s attitude to the topic of conversation, or

to the hearer, or the speaker's personality, or to signal grammatical features such as whether a sentence is a question. Intonation is a meaningful suprasegmental feature of speech. Intonation refers to patterns of pitch variation in a sentence (J. Brinton and Brinton, 2010:70). We use intonation to indicate sentence types. J. Brinton and Brinton (2010:70) proposes that a) a statement has a long falling intonation pattern, b) a command also has long falling intonation when compliance is expected, c) a yes/no question has a long rising intonation pattern, since it expect an answer. Besides, the following are the list of the functions of intonation as proposed by Kelly (2000:89).

- a) Information questions with Who, what, where, etc: Falling intonation (if being asked for the first time), e.g. What's your name? What's the time? Where do you live?
- b) Questions expecting a 'yes/no answer: Rising intonation (Is it the blue one? Have you got a pen?)
- c) Statements: Falling intonation (He lives in the house on the corner. It's over there.)
- d) Imperatives: Falling intonation (Sit down. Put it on the table.)
- e) Question tags expecting confirmation: Falling intonation (You're French, aren't you? He's very tall, isn't he?)
- f) Question tags showing less certainty: Rising intonation (Your train leaves at six, doesn't it?)
- g) Lists of items: Rising, rising and finally falling intonations (You need a pen, a pencil and some paper.)

In fact, the speakers employ their speech in various kinds of intonation to show their feelings. It helps us to indicate what is shared knowledge between the speaker and the listener and what is new information (Kelly, 2000:87). In brief, intonation is the patterns of pitch on word groups which give information about the speaker's feeling. Colins and Mees (2003:243) propose that intonation is the pitch patterns of speech. It is viewed as the changes of pitch our voices made when we are speaking. Sometimes pitches work together to produce intonation contour (Wardhaugh, 1977:46). Intonation contour is defined as the pattern of rising or falling pitches with which a sentence is pronounced. Besides, Kuiper and Allan (1996:107) point out that there are three functions of intonation, mainly: a) attitudinal function, b) accentual function, and c) grammatical function. We can use intonation to indicate our attitude or emotions towards the topic being discussed. This involves not only intonation but also pitch placement, tempo, voice quality, and facial expression.

Several theories of intonation show how it functions in communication, providing a rationale for placing a higher priority on the teaching of intonation to second language learners. In sum, the significance of intonation (involves pitch) is related to the function of the utterance as an existentially appropriate contribution to news discourse.

RESEARCH METHOD

This study employs descriptive qualitative research. The writer describes the phenomenon relates with the research questions mainly: intonation patterns used by students in news discourse, the function of intonation patterns produced by students in news discourse and factors influencing production of certain intonation pattern by students in news discourse. This research focuses on investigating about how

intonation produced by students in news discourse.

The data of this study is spoken monologue. The data is obtained through recording the subjects while they are reading. The subjects use a microphone and laptop in recording process through adobe audition 3.0. In term, students read texts and their speech production are analysed through pitch tracks and spectrograms using speech analyzer. Analyzing students' voice, the writer uses speech analyzer to investigate how intonation patterns in news discourse produced by students in news discourse.

DISCUSSION

A. Discussion about Intonation Patterns Used by Students in News Discourse

In news discourse, speakers deliver their speech in intonation patterns. This research finds out two intonation patterns produced by students in news discourse, espeially: rising intonation pattern and falling intonation pattern. Each kind of these intonation patterns are described in the following subsections.

1. Rising Intonation Pattern

This research finds out that students (in high proficiency level) tend to use rising intonation patterns in deductive and inductive paragraphs. The intonation pattern begins with rising intonation (extra high pitch, high pitch, or mid pitch) and also ends with rising intonation (extra high pitch, high pitch, or mid pitch). There are fourteen students who use rising intonation patterns in the first paragraph of the first text. The intonation patterns are also produced by students in other paragraphs, mainly: students use fourteen rising intonation patterns in the second paragraph of the first text, five rising intonation patterns in the first paragraph of the second text, seven rising intonation patterns in the second paragraph of the second text, and seven rising intonation patterns in the third paragraph of the second text. In sum, there are many rising intonation patterns produced by students in all paragraphs.

2. Falling Intonation Pattern

Falling intonation pattern is one kind of intonation patterns. The intonation pattern tends to be used by low proficiency level students. The intonation pattern begins with falling intonation (low pitch or extra low pitch) and also ends with falling intonation (low pitch or extra low pitch). Falling intonation patterns are also found in deductive and inductive paragraphs. In this case, students use seven falling intonation patterns in the first paragraph of the first text, five falling intonation patterns in the second paragraph of the first text, eleven falling intonation patterns in the first paragraph of the second text, eight falling intonation patterns in the second paragraph of the second text, and eight falling intonation patterns in the third paragraph of the second text. This research finds out thirty nine falling intonation patterns produced by students in both deductive and inductive paragraphs.

Based on the findings that students usually produce the different intonation patterns in reading news. They produce rising intonation pattern and falling intonation pattern. There are only some students who produce rising intonation patterns as pointed out by Kelly (2000:89). The intonation patterns are started by rising intonation and ended by rising intonation. Most students

do not produce rising intonation pattern in each paragraph. Actually, the each paragraph should be read by using rising intonation pattern. But, students produce another intonation pattern, namely: falling intonation pattern. Students should produce rising intonation pattern. There are only some students who produce the good speech or obey the rules or principle of speech. This research finds out two intonation patterns produced by students. But, there is rising intonation pattern as proposed by Kelly (2000:89) that become rule in speech or reading aloud teoritically.

There are many rising intonation patterns produced by students in all paragraphs. The most rising intonation patterns are found in the second paragraph of the first text. The intonation patterns are lied on the words “Howard Lichtman” and “the need for travel” in the second paragraph of the first text. Besides in deductive paragraphs, rising intonation patterns are also found in inductive paragraph. Rising intonation pattern are produced by students, since their vocal cords often vibrate faster.

Although students generally use many rising intonation patterns, they also use falling intonation patterns in both deductive and inductive paragraphs particularly. In sum, students also produce falling intonation patterns in all paragraphs. The most falling intonation patterns are found in the first paragraph of the second text. The intonation patterns are lied on the words “Miles Copeland” and “America” in the first paragraph of the second text. In brief, it can be concluded that students use many falling intonation patterns than rising intonation patterns in both deductive and inductive paragraphs. In general, students use many falling intonation patterns than rising intonation patterns. The number of falling intonation patterns produced by students is higher than the number of rising intonation patterns in both deductive and inductive paragraphs. Rising intonation patterns are produced by students, since their vocal cords often vibrate faster. That’s why, rising intonation patterns are seldom produced by students. It depends on the vibration of vocal cords. If speakers vibrate their vocal cords faster, it is going to be produced the extra high, high and mid pitches (rising intonation). On the contrary, if speakers vibrate their vocal cords slowly, it is going to be produced the low and extra low pitches (falling intonation). Based on the findings, most female students produce extra high pitch, high pitch and mid pitch and most male students produce low and mid pitches in their intonation production. It happened that most female students tend to talk active. Their vocal cords tend to vibrate faster. So, the phenomenon causes them tend to produce extra high pitch, high pitch and mid pitch (rising intonations). This is in line with Halim’s research (1974: 102) that female individuals tend to exhibit larger intervals than male individuals. In sum, intonation production based on the gender of speaker. The male speaker tends to produce falling intonation and the female speaker tends to produce rising intonation.

B. Discussion about The Function of Intonation Patterns Produced by Students in News Discourse

Students deliver their speech in two intonation patterns. Based on the findings this research finds out the function of intonation patterns produced by students in both deductive and inductive paragraphs. In fact, there are some intonation patterns produced by students. They are: rising intonation pattern and falling intonation pattern.

Based on the findings of this study, students (in high proficiency level) tend to use rising intonation patterns in both deductive and inductive paragraphs. But, the intonation pattern is often used by most high and mid proficiency level students. They use the intonation pattern in all paragraphs. In term, the students want to tell or state information. Besides, students use falling intonation patterns in deductive and inductive paragraphs. They also use them to tell or state information. But, the patterns are used by low proficiency level students. They use the pattern in all paragraphs.

The phenomenon is caused by the aim of speakers. In their mind, the paragraph is exposition paragraph who consists of declarative sentences. So, they want to state information by using rising intonation pattern or falling intonation pattern. In sum, intonation pattern production depends on the aim of speaker. It is showed by the appearance of some intonation patterns produced by speaker.

C. Discussion about the Factors Influencing Production of Certain Intonation Pattern by Students in News Discourse

In this study, there are two intonation patterns, such as: rising intonation pattern and falling intonation pattern. In fact, there are some students who tend to use the first intonation pattern or the second intonation pattern. Based on the findings, there are two factors that influence students to produce certain intonation pattern, mainly: students' first language and knowledge. In intonation pattern production, students' first language and knowledge influence students to produce certain intonation pattern. Their first language plays significant role toward intonation pattern production as viewed by Brown (2000: 1). He views that learning second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. It's meant that the first language has a great effect toward second language acquisition. In fact, students tend to use the intonation of the first language to produce the intonation pattern of second language (English). Because of the effect of their first language, students' intonation pattern in telling or stating information (declaration) tend to be falling. In brief, their first language influences intonation pattern production. Next, their knowledge (especially prior knowledge) also influences their intonation patterns. Knowledge as one of factors that influence students to produce certain intonation pattern plays crucial role in learning English as second language. It is in with Lou, et al.(2005:41) who view that knowledge is just a stepping stone to being able to use the language. Based on the findings, students' knowledge about English intonation is low. In their mind, phonology especially intonation is the difficult one. Besides, considering intonation they also consider the pronunciation. In fact, there are only some students who learn and know appropriate intonation in English well. On the other hand, there are some students who judge that reading aloud is easy and difficult. Some students propose that reading aloud is difficult. In their mind, not only reading aloud but also they must have good pronunciation. They must know pronunciation and intonation well. They judge themselves that their pronunciation is bad, so they don't have confidence in reading aloud. Broadly speaking, students usually have different ways in reading aloud. There are some students who notice the way of good reading and some students who don't notice the way of good reading. there are some students who notice the

way of good reading. Actually there are many students who realize that reading is difficult. That's why, they notice the way of good reading. Whereas, there are some students who don't notice the way of good reading. So they never notice the way of good reading. Moreover they seldom practice their pronunciation. So, there are only some students who know English appropriate intonation well.

Conclusion

1. Intonation Patterns Produced by Students in News Discourse.

There are two intonation patterns produced by students in both deductive and inductive paragraphs. They are: rising intonation pattern and falling intonation pattern.

2. The Function of Intonation Patterns Produced by the Students of in News Discourse.

Students produce two intonation patterns: rising intonation pattern and falling intonation pattern. The intonation patterns have function to tell or state information.

3. The Factors Influencing Production of Certain Intonation Patterns by Students

There are two factors influencing production of certain intonation pattern. They are: students' first language and knowledge. Their first language plays significant role toward intonation pattern production. Because of their first language, students' intonation pattern in telling or stating information tend to be falling. Besides, their knowledge are also influence their intonation patterns. In fact, their knowledge about English intonation is low. In their mind, phonology especially intonation is the difficult one. So, there are only some students who learn and know well appropriate intonation in English.

DAFTAR PUSTAKA

- Ahmad, Jameel. 2009. *Teaching of English*. New Delhi. APH Publishing.
- Alonso, Pilar. 2002. *Aspects of Discourse Analysis*. Salamanca: Universided de Salamanca.
- Brown, H. Douglas. 1980. *Principles of Language Learning and Teaching*. United States of America: Prentice Hall.
- Chun, Dorothy M. 2002. *Discourse Intonation in L2: from Theory and Research to Practice*. California: Benjamin Publishing.
- Collins, Beverly and Mees, Inger. M. 2003. *Practical Phonetics and Phonology: a Resource Book for Students*. New York: Routledge.
- Choy, Penelope and Clark, Dorothy G. 2005. *Basic Grammar and Usage: Seventh Edition*. USA: Wadsworth Publishing..
- Dornyei, Zoltan. 2007. *Research Methods in Applied Linguistics*. New York: Oxford University Press.
- Fromkin, Victoria, Rodman, Robert and Nina Hyams. 2003. *An Introduction to Language: Seventh Edition*. United States: Heinle.
- Goutsos, Dionysis. 1997. *Modelling Discourse Topic: Sequential Relations and Strategies in Expository Text*. New Jersey: Ablex publishing Corporation.
- Grellier, Jane and Goerke, Veronica. 2006. *Communication Skills Toolkit: Unlocking the Secrets of Tertiary*. Australia: Cengage Learning.

- Hengeveld, Kees and Lachlan, J. 2008. *Functional Discourse Grammar: A Typologically-based Theory of Language Structure*. Oxford: Oxford University Press.
- Hirst, Daniel and Cristo, Abert Di. 1998. *Intonation Systems: A Survey of Twenty Languages*. Cambridge: Cambridge University Press.
- Kelly, Gerald. 2000. *How to Teach Pronunciation*. England: Longman.
- Kreidler, Charles W. 1997. *Describing Spoken English: An Introduction*. New York: Routledge.
- Kuiper, Koenraad and Allan, W. Scott. 1996. *An Introduction to English Language: Sound, Word, and Sentence*. London: Macmillan Press Ltd.
- L. Brinton, Laurel and Brinton, Donna. 2010. *The Linguistic Structure of Modern English*. Amsterdam: John Benjamins Publishing Company.
- McCarthy, Michael. 2006. *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press.
- Sharma , S.D. 2006. *A Text Book of Professional Communication Skills and ESP for Engineers and Professionals*. New Delhi: Sarup and Sons.
- Schiffrin, Deborah. 1994. *Approaches to Discourse*. USA: Blackwell Publisher.
- Schiffrin, Deborah, Tannen, Deborah, and Heidi E. Hamilton. 2001. *The Handbook of Discourse Analysis*. UK: Blackwell Publishing Ltd.
- Scollon, Ronald and B.K. Scollon, Suzanne. 2001. *Intercultural Communication: A Discourse Approach*. USA: Blackwell Publisher.
- Selting, Margret. 1988. *The Role of Intonation in The Organization of Repair and Problem Handling Sequences in Conversation*. Postdam: Potsdam University Press.
- Sugiyono. 2008. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. Bandung: C.V. Alfabeta.
- Wardhaugh, Ronald. 1977. *Introduction to Linguistics: Second Edition*. United States of America: McGraw-Hill, Inc.
- Wells, John Cristopher. 2006. *English Intonation: An Introduction*. New York: Cambridge University Press.